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ABSTRACT

Presented is the behavior rating scale designed for use with a video tape protocol for examination of multiply handicapped deaf blind children, whose development and evaluation are discussed in EC 040 599. The behavioral rating scale consists of five sections: unstructured orientation of child in examining area, child's task orientation and ability to perform simple everyday tasks, stimulus orientation in which the child is bombarded with sensory stimuli, interpersonal orientation, and interview with person working with child. The behavioral stimulation procedures for each section include brief explanation of that section's purpose, materials and setting, examiner's role, and time permitted for the section. Each of the five sections also involve rating the child's behavior in eight categories: auditory, visual, tactile, and gustatory-olfactory reception; object and people centered communication; and tactile-motor and oral expressive communication. Provision is also made for the teaching, research, and clinical use of the video tape recording under examination. (CB)

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MULTIPLE DISABILITIES PROJECT



VIDEO TAPE RECORDING EVALUATION PR BEHAVIOR RATING FORM PART 1 COMMUNICATION



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MULTIPLE DISABILITIES PROJECT



TAPE RECORDING EVALUATION PROTOCOL BEHAVIOR RATING FORM PART 1 COMMUNICATION



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VIDEO TAPE RECORD

BEHAVIOR

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MULTIPLE DISABILITIES PROJECT

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VIDEO TAPE RECORDING EVALUATION PROTOCOL

BEHAVIOR RATING FORM

PART I

COMMUNICATION

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INTRODUCTION

It is the process of evaluation and re-evaluation which provides the approach to the problems of severely multi-sensorily handicapped children.

The examination of such children is usually a process similar to that described by Curtis, Donlon, and Wagner in The Deaf-Blind Child: Evaluating Disabilities (1970). There is no doubt that depth reporting such a number of highly specialized examiners is of great value in early planning.

There is, however, a need for a relatively brief overview of the child's functional communicative level which is reported in a simple and direct manner. This is different from the problems described by Curtis and Donlon in An Analysis of Disability Types and Recommended Treatments for One Hundred Deaf-Blind Children.

The kind of tool which supplements depth testing and overcomes the limitations of simple behavioral description is hopefully represented by this video-tape evaluation protocol.

The protocol consists of three distinct parts. First the child is taken through a series of behavioral observation situations in which a variety of activities from which observations can be made in a relatively easy way. Second, the video tape recording of his behavior in these situations is made. Third, the observation and evaluative rating of his behavior in a structured manner is made.

The following five rating sheets describe on the left the behavioral categories and the procedures which are applied to the child in each of five video-tape situations. On the right the observer sees. On each rating form, the observer rates the type and frequency of behavior observed.

Professional workers using this protocol technique for clinical evaluation and instructors using it for student training should familiarize themselves with the following: THE DEVELOPMENT AND EVALUATION OF A VIDEO-TAPE PROTOCOL FOR THE EXAMINATION OF MULTI-HANDICAPPED DEAF-BLIND CHILDREN, Curtis, W. S. Research Report, Syracuse University, 1970.

INTRODUCTION

is the process of evaluation and re-evaluation which produces a systematic approach to the problems of severely multi-sensorily handicapped children.

The examination of such children is usually a process similar to that reported by Donlon, and Wagner in The Deaf-Blind Child: Evaluating his Multiple Disabilities (1970). There is no doubt that depth reporting such as described by a highly specialized examiners is of great value in early planning for children.

There is, however, a need for a relatively brief overview of the child's gross communicative level which is reported in a simple and direct way and free of the problems described by Curtis and Donlon in An Analysis of Evaluation Procedures, Types and Recommended Treatments for One Hundred Deaf-Blind Children (1969).

A kind of tool which supplements depth testing and overcomes the problems of behavioral description is hopefully represented by this video tape protocol.

The protocol consists of three distinct parts. First the direction of the child through a series of behavioral observation situations in which he performs a variety of activities from which observations can be made in a relatively structured format, second, the video tape recording of his behavior in these situations and third, the analysis and evaluative rating of his behavior in a structured format.

The following five rating sheets describe on the left the behavior stimulation which are applied to the child in each of five video-taped segments which he observes. On each rating form, the observer rates the types and level of behavior observed.

Professional workers using this protocol technique for clinical purposes and student workers using it for student training should familiarize themselves with the report: THE DEVELOPMENT AND EVALUATION OF A VIDEO-TAPE PROTOCOL FOR THE ASSESSMENT OF MULTI-HANDICAPPED DEAF-BLIND CHILDREN, Curtis, W. S., and Donlon, E.T., Report, Syracuse University, 1970.

Behavioral Stimulation Procedure #1: Unstructured Orientation

Purpose: To show the child's communicative behavior when left to his own initiative in a relatively unstructured situation.

Materials & Setting: A moderately sized room containing a child's table, chairs and a very small number of toys or selected room furnishings.

Examiner's Role: Lead the child into the room. Sit down and relax. Respond normally to any interaction the child initiates. If after one-half the time period is elapsed the child has not related to you or the objects in the room, make occasional very mild overtures to encourage contact.

Time: Five minutes.

BEHAVIOR CLASS

Receptive System

<u>Auditory Reception</u>
<u>Visual Reception</u>
<u>Tactile Reception</u>
<u>Gustatory/Olfactory Reception</u>

Referent System

<u>Object Centered Communication</u>
<u>People Centered Communication</u>

Expressive System

<u>Tactile/Motor Expressive</u>
<u>Oral Expressive</u>

Video-Tape Recording Catalogue

<u>Teaching Uses</u>
<u>Research Uses</u>
<u>Clinical Uses</u>

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BEHAVIOR CLASS	BEHAVIOR LEVEL				
	1	2	3	4	5
<u>Receptive System</u>					
<u>Auditory Reception</u>					
<u>Visual Reception</u>					
<u>Tactile Reception</u>					
<u>Gustatory/Olfactory Reception</u>					
<u>Referent System</u>					
<u>Object Centered Communication</u>					
<u>People Centered Communication</u>					
<u>Expressive System</u>					
<u>Tactile/Motor Expressive</u>					
<u>Oral Expressive</u>					
	Absent	Primitive	Sub-Normal: Emergent	Sub-Normal Usable	Normal
<u>Video-Tape Recording Catalogue</u>	Poor	Good	Superior		
<u>Teaching Uses</u>					
<u>Research Uses</u>					
<u>Clinical Uses</u>					

Behavioral Stimulation Procedure #2: Task Orientation

Purpose: To observe the child's communicative behavior when faced with a formal, structured, goal oriented task such as might occur during psycho-educational testing.

Materials & Setting: A small room containing a child's table and two chairs. All distractions minimized. Test materials concealed when not in use. Suggested test materials include, form board, object assembly task, block design or block building tasks, objects for spatial concept testing (e.g., over, in, under, etc.) or size, weight, or other concept tests.

Examiner's Role: Explore the variety of behavior control techniques which will (1) keep the child seated at the table, (2) attentive to the examiner, and (3) goal oriented within the task.

Time: Ten minutes.

BEHAVIOR CLASS

Receptive System

Auditory Reception

Visual Reception

Tactile Reception

Gustatory/Olfactory Reception

Referent System

Object Centered Communication

People Centered Communication

Expressive System

Tactile/Motor Expressive

Oral Expressive

Video-Tape Recording Catalogue

Teaching Uses

Research Uses

Clinical Uses

Behavioral Stimulation Procedure #2: Task Orientation

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All distractions
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BEHAVIOR CLASS

BEHAVIOR LEVEL

	1	2	3	4	5
<u>Receptive System</u>					
<u>Auditory Reception</u>					
<u>Visual Reception</u>					
<u>Tactile Reception</u>					
<u>Gustatory/Olfactory Reception</u>					
<u>Referent System</u>					
<u>Object Centered Communication</u>					
<u>People Centered Communication</u>					
<u>Expressive System</u>					
<u>Tactile/Motor Expressive</u>					
<u>Oral Expressive</u>					
	Absent	Primitive	Sub-Normal: Emergent	Sub-Normal Usable	Normal

Video-Tape Recording Catalogue

<u>Video-Tape Recording Catalogue</u>	<u>Poor</u>	<u>Good</u>	<u>Superior</u>
<u>Teaching Uses</u>			
<u>Research Uses</u>			
<u>Clinical Uses</u>			

Behavioral Stimulation Procedure #3: Stimulus Or

Purpose: To observe the child's communicative behavior when vigorously exposed to stimuli continuously varying in degree and input modality.

Materials & Setting: A small room containing a child's table and two chairs. The child should be seated at the table which, here, is centered in the room so that variations in intensity of stimuli can be produced by spacial movement allowing for observations of both strength and localization of stimuli. Materials should include items both familiar and novel to the child and should cover the areas of vision, audition, gustation-olfaction, and tactition (texture and temperatures). Specific items of interest here are included in the research report Appendix.

Examiner's Role: Continuously present to and remove from the child stimulating toys, objects, food, noise sources, etc. Present stimuli in varied orders mixing degree of stimulation and modality of stimulation. Identify stimulus being presented so that those not picked up by the video recorder will be known to the judges.

Time: Ten minutes.

BEHAVIOR CLASS

Receptive System

<u>Auditory Reception</u>
<u>Visual Reception</u>
<u>Tactile Reception</u>
<u>Gustatory/Olfactory Recept</u>

Referent System

<u>Object Centered Communicat</u>
<u>People Centered Communicat</u>

Expressive System

<u>Tactile/Motor Expressive</u>
<u>Oral Expressive</u>

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<u>Research Uses</u>
<u>Clinical Uses</u>

Behavioral Stimulation Procedure #3: Stimulus Orientation

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BEHAVIOR CLASS	BEHAVIOR LEVEL				
	1	2	3	4	5
<u>Receptive System</u>					
<u>Auditory Reception</u>					
<u>Visual Reception</u>					
<u>Tactile Reception</u>					
<u>Gustatory/Olfactory Reception</u>					
<u>Referent System</u>					
<u>Object Centered Communication</u>					
<u>People Centered Communication</u>					
<u>Expressive System</u>					
<u>Tactile/Motor Expressive</u>					
<u>Oral Expressive</u>					
	Absent	Primitive	Sub-Normal: Emergent	Sub-Normal: Usable	Normal

<u>Video-Tape Recording Catalogue</u>	<u>Poor</u>	<u>Good</u>	<u>Superior</u>
<u>Teaching Uses</u>			
<u>Research Uses</u>			
<u>Clinical Uses</u>			

Behavioral Stimulation Procedure #4: Interpersonal Orientation

Purpose: To observe the child's communication in a situation wherein he is set upon by a person intent and persistent in his desire to interact physically and personally.

Materials & Setting: A small room containing a child's table and two chairs. Void of all other distractions except the examiner. No educational materials or toys are to be exposed. Only personal contact is used (the objects required for a normal life activity are permissible, e.g., food, diapers, etc.).

Examiner's Role: Hold the child, manipulate him as in feeding, bathing, pat-a-cake, motor-kinesthetic speech lesson, etc. Talk to him, blow on him, kiss him, fondle him, etc.

Time: Five minutes.

BEHAVIOR CLASS

Receptive System

Auditory Reception

Visual Reception

Tactile Reception

Gustatory/Olfactory Reception

Referent System

Object Centered Communication

People Centered Communication

Expressive System

Tactile/Motor Expressive

Oral Expressive

Video-Tape Recording Catalogue

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Behavioral Stimulation Procedure #4: Interpersonal Orientation

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BEHAVIOR CLASS	BEHAVIOR LEVEL				
	1	2	3	4	5
<u>Receptive System</u>					
<u>Auditory Reception</u>					
<u>Visual Reception</u>					
<u>Tactile Reception</u>					
<u>Gustatory/Olfactory Reception</u>					
<u>Referent System</u>					
<u>Object Centered Communication</u>					
<u>People Centered Communication</u>					
<u>Expressive System</u>					
<u>Tactile/Motor Expressive</u>					
<u>Oral Expressive</u>					
	Absent	Primitive	Sub-Normal: Emergent	Sub-Normal: Usable	Normal
<u>Video-Tape Recording Catalogue</u>	<u>Poor</u>	<u>Good</u>	<u>Superior</u>		
<u>Teaching Uses</u>					
<u>Research Uses</u>					
<u>Clinical Uses</u>					

Behavioral Stimulation Procedure #5: Interview

Purpose: To observe a discussion of the child's communicative abilities as reported by someone who has known him over a period of time.

Materials & Setting: Any interview setting which is comfortable to the respondent.

Examiner's Role: Pursue the informant's knowledge of the subject's past communicative performance by level and modality of expression and reception throughout the categories rated in the behavior rating form.

Time: Ten minutes.

BEHAVIOR CLASS

Receptive System

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| Auditory Reception | |
| Visual Reception | |
| Tactile Reception | |
| Gustatory/Olfactory Reception | |

Referent System

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| Object Centered Communication | |
| People Centered Communication | |

Expressive System

- | | |
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| Tactile/Motor Expressive | |
| Oral Expressive | |

Video-Tape Recording Catalogue

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Auditory Reception
Visual Reception
Tactile Reception
Gustatory/Olfactory Reception

Object Centered Communication
People Centered Communication

Tactile/Motor Expressive
Oral Expressive

	1	2	3	4	5
Absent					
Primitive					
Sub-Normal: Emergent					
Sub-Normal: Usable					
Normal					

Teaching Uses
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Clinical Uses

<u>Poor</u>	<u>Good</u>	<u>Superior</u>

COMPOSITE AND SUMMARY

Based on the previous five Behavioral observations, rate your final summary reaction to the child on this page.

BEHAVIOR CLASS

Subject_____

Age_____ Sex_____

Placement_____

Parents/Address_____

Comments:

Receptive System

Auditory Reception

Visual Reception

Tactile Reception

Gustatory/Olfactory Reception

Referent System

Object Centered Communication

People Centered Communication

Expressive System

Tactile/Motor Expressive

Oral Expressive

Date_____ Examiner_____

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COMPOSITE AND SUMMARY

previous five Behavioral
rate your final summary
the child on this page.

BEHAVIOR CLASS

BEHAVIOR LEVEL

		1	2	3	4	5
Date your final summary of the child on this page. Sex _____ Address _____	<u>Receptive System</u>					
	<u>Auditory Reception</u>					
	<u>Visual Reception</u>					
	<u>Tactile Reception</u>					
	<u>Gustatory/Olfactory Reception</u>					
	<u>Referent System</u>					
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<u>Oral Expressive</u>						
	Absent	Primitive	Sub-Normal: Emergent	Sub-Normal: Usable	Normal	

Video-Tape Recording Catalogue

Examiner _____	<u>Video-Tape Recording Catalogue</u>	<u>Poor</u>	<u>Good</u>	<u>Superior</u>
	Teaching Uses			
Research Uses				
Clinical Uses				